 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Molly Olsen **Lesson #:** 2  **Facet:** Explanation

**Grade Level:** 8th grade  **Numbers of Days:** 4 days

**Topic:** Playwriting

**PART I:**

**Objectives**

**Student will understand that** being able to construct proper timelines gives them a better organization of story as well as a better understanding of character's back-stories. **Student will know** that everyone has a backstory and it effects who they eventually become, so in order to have a more deep and full character they will need to know some of the events from his or her past. **Student will be able to** show a well-structured sequence and event understanding and viewpoint through the use of a timeline. **Product:** A tiki-toki online timeline featuring events from the main character's life, focusing in their past.

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale:** By giving characters a back-story complete with event sequences, students will see that it is past experiences that effect the choices people make, the way they react to things, or the way they generally are as a person.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**I will use "Flag It" to help the students make-up events, write the ideas on five stickynotes, and then decide which order they will go in. In sticky-note form they are easily moved around a desk. From there they will put the ideas on a paper timeline in the decided order, and then they will again use the same events (unless they decide to alter them or get rid of an event altogether), or some new ones to make up the new digital timeline on tiki-toki. **Section II – timely feedback for products (self, peer, teacher)**Students will self-assess their original timelines on paper to determine if they want to make it more intricate. A teacher will later use a rubric to decide if the students events and ideas are complex enough to create or base a character from.

**Summative (Assessment of Learning):**

The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**

**Technology:**Using the website "tiki-toki.com" will allow students to create a virtual timeline of their lead character's life up to the time where their play begins. **Content Areas:**History / Creative Writing - Creating a timeline of events for an original character, and having the setting make sense with that time in history. **Groupings   
Section I - Graphic Organizer & Cooperative Learning used during instruction  
Timeline:** Students will list write "Present" on the end of the timeline, and then will be asked to write four significant things that happened to or were experienced by their character in the past. They will label the events and give a short explanation of the event or experience. **Altered Gallery Walk:** The students will display their timelines around the room by leaving them at their seats, and everyone will be invited to walk around the room and look at everyone's timelines to see what everyone else found to be relevant to their characters. Although they will not be allowed to directly duplicate their friends experiences, they will be given the opportunity to change their events afterwards in case any of their peers ideas sparked their own original new ideas. **Section II – Groups and Roles for Product**During the Altered Gallery Walk all students will be walking around the room.

**Differentiated Instruction**

**MI Strategies**

**- Logic:** When the students write down the events, they will have to decide which order they make the most sense in. For instance, if they have it planned that the character had a terrible life until something wonderful happened, then they will have to plan that accordingly. **- Visual:** By writing the events out in three different formats (sticky notes, graphic organizer, tiki-toki timeline) the visual learners can better conceptualize their ideas and their order. **- Kinesthetic:** Physically moving the stickie notes around, followed by the gallery walk will allow movement in the classroom. **- Musical:** A classical song will be played during the gallery walk, as though they are in a fancy art gallery, and when the song is over they will carefully walk back to their desks. **- Interpersonal:** If a student is having a difficult time setting up their tiki-toki timeline it will suggested that they ask the person sitting next to them for some help. Interpersonal people tend to be more open to asking for help, as well as to give it. **- Intrapersonal:** A student will be comparing their ideas to others while they go around the classroom during the gallery walk. They may see someone has chosen a very far-fetched concept for an event, and the interpersonal student will have the chance to evaluate their timeline in comparison and decide if they would like to change it to mirror an idea they saw in another classmate's work.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**

Absent students will be given the rubric for the assignment along with written instruction and the website address and be asked to stay after school for at least an hour and a half to work on the lesson. Whatever they do not finish must be done at home and passed in on the following school day.

**Extensions**

**Type II technology:**

Students will use the website ticki-toki which allows them to more easily make a digital timeline online. One of the greatest aspects of this is that they can delete and move events more easily than with traditional ones which they may have to use an eraser for or take glue off of pieces. **Gifted Students:**Gifted students will be asked to include three or four events that would occur after the time period in which their script takes place.

**Materials, Resources and Technology**

- Internet access  
- Computers for each student  
- Paper  
- A Printer  
- Printer ink  
- Access to tiki-toki.com

**Source for Lesson Plan and Research**

**Graphic Organizer**: <http://www.eduplace.com/graphicorganizer/>  
**tiki-toki timeline:** tiki-toki.com  
**Cooperative Learning exercises**: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)

- If you're unfamiliar with tiki-toki, a good video to watch for reference is here: <http://www.youtube.com/watch?v=_DbZYYHLMYQ>  
- If you haven't worked with timelines before, this website offers a good amount of information on what they are and why most people use them:  
<http://www.beaconlearningcenter.com/Weblessons/seeingtime/index2.html>

**PART II:**

**Teaching and Learning Sequence**

**Day 1:**

- Hook: Give students three famous persons timeline pieces and ask them to put each in order with the correct person. Discuss how the events from someone’s past makes them who they are today. (20 minutes)  
- Introduce "tiki-toki.com" to the class, and have them watch you create a project on the projected screen. Show them how each of the tools work, and using a classic fairy tale character as your main character, create five backstory events for them. (30 minutes)

- Students will use “flag it” (in which they write down ideas on seven separate pieces of paper) to come up with seven event ideas for their timeline. These events should be from the character’s past (before the scene they wrote), and it should be clear how the events connect to the character’s attitude, choices, etc. in the script. (25 minutes)

- Ask students to choose five of the events that they want to be in their tiki-toki timeline for homework. (5 minutes)

**Day 2:**

- Students will be given the timeline **graphic organizer** which they will fill out with five ideas they have already made for events, in the order they find most appropriate. Ask them to write at least a sentence underneath the titles of the event, which further describes what occurred on that date. (20 minutes)

- Have students create a tiki-toki account. (10 minutes)

- Remind students how to create a new timeline on tiki-toki. Wait for all students to create the new file. (15 minutes)

- Have students try to create a tiki-toki timeline for their main character, featuring five or more events (the ones in their graphic organizers) from their past with headers briefly describing the event matched to a date, with more detailed descriptions beneath each one. Let students know that you are available for help if needed. (30 minutes)

- Show students how to save their products. (5 minutes)

**Day 3:**

- Have students work on the timeline further until they have finished. When they are done, ask them to print out the timelines and pass them in with their names written in the corner (70 minutes).  
- Ask students to pull up the timelines on their desktops, and allow everyone to walk around and look at what others have done for their timelines. (5 minutes)  
- Save projects, make sure it is passed in, and pack-up. If the timeline is not passed in, ask that it be done for homework. (5 minutes)

**Day 4:**

- Conference with teacher to discuss your event choices. Each conference should be about 5-7 minutes, and when you are not conferencing, you will either get to change your timeline or work on the next step of the project. (60 minutes for whole class)  
  
**Introduction Paragraph**  
- Students will understand that being able to construct proper timelines gives them a better organization of story as well as a better understanding of a character's back-stories and lives.  
- Students will practice “empathy” (as based on the Common Core Standards) as they construct backstory timelines for their characters and discover that it is often what has happened in our past that determines where and who we are today.

- The classroom will be in pods of four with their sides facing the front so that no one has to completely turn around to see the teacher when she is speaking.  
- Show the students by connecting your computer to a projector, how to construct a timeline on the website "ticki-toki.com" so that they will know how to construct theirs for their own original lead characters.  
**Where, Why, What, Hook Tailor**: Logical, visual, interpersonal.  
  
Students will know that everyone has a story, and there's a reason we all are the way we are. The reason we like certain things, react certain ways, or live in a certain way, all have to do with our pasts. (See content notes) Timeline: Students will list write "Present" on the end of the timeline, and then will be asked to write four significant things that happened to or were experienced by their character in the past. They will label the events and give a short explanation of the event or experience.  
Altered Gallery Walk: The students will display their timelines around the room by leaving them at their seats, and everyone will be invited to walk around the room and look at everyone's timelines to see what everyone else found to be relevant to their characters. Although they will not be allowed to directly duplicate their friends experiences, they will be given the opportunity to change their events afterwards in case any of their peers ideas sparked their own original new ideas.  
**Equip, Explore, Rethink, Tailors**: Interpersonal, Intrapersonal, bodily-kinesthetic, logical.  
  
Students will be able to show a well-structured sequence, event understanding and view-point through the use of a timeline. They will mark the events with dates and descriptions of the dates will give a hint as to why they react to certain things, or make certain choices in the script.  
**Explore, Experience, Rethink, Revise, Refine, Tailors**: Intrapersonal, logical.

The teacher will score the video from based on a checklist given to students before the project began.  
**Evaluate, Tailors**: Logical, visual, interpersonal, intrapersonal, and bodily-kinesthetic.  
  
**Content Notes**   
- If you're unfamiliar with tiki-toki, a good video to watch for reference is here: <http://www.youtube.com/watch?v=_DbZYYHLMYQ>  
- If you haven't worked with timelines before, this website offers a good amount of information on what they are and why most people use them:  
<http://www.beaconlearningcenter.com/Weblessons/seeingtime/index2.html>  
- By allowing students to change some of their events after the teacher conference, we are showing them that it is more important to us that they complete a good final product that they can stand behind, than that they can predict exactly what they want for their story right away.

**Handouts**

- Syllabus  
- Checklist

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** Planning out a sequential structure appeals to clipboard student's organizational sides, and they will be able to use the timeline as reference later. **Microscope:** A character is never fully understood unless we know their backstory, and this depth of understanding smaller things about a character is reached through planning out their past. **Puppy:** Students will be encouraged to ask either their peers or the teacher for help. **Beach Ball:** Students will get to walk around the classroom and see their fellow students work, which they may comment on to them if they wish. **Rationale:** This lesson appeals to the sense of empathy, which is something that all students should work on getting in touch with, as it brings us closer to understanding each other individually and as a society.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Formative:**   
Making a timeline with the main character of your stories back-events, which explain why they act the way to they do, and do the things they do in your script.  
**Summative:**   
A written play version of a scene from a fairy tale will be written and then filmed using iMovie and presented as a video.  
**Rationale:** Empathy is something incredibly important for students to understand, and by seeing that past events effect people in their later lives, students will realize that a person's past can make them who they are today, for good or for bad.  
**Rationale:** Exploring narratives will help students learn to write from other points of view, and learn to mold and adapt stories.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** Playwriting (see content notes) **MLR or CCSS**: Common Core Standards

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Facet:** Explanation

**Rationale**: Students will use playwriting and constructing a character’s history to understand and develop empathy towards people from the idea that past events effect other’s future actions and personalities. This will encourage them to more deeply analyze characters and people in the future before making judgment.

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:**

- **Logic**: When the students write down the events, they will have to decide which order they make the most sense in. For instance, if they have it planned that the character had a terrible life until something wonderful happened, then they will have to plan that accordingly.  
- **Visual**: By writing the events out in three different formats (sticky notes, graphic organizer, tiki-toki timeline) the visual learners can better conceptualize their ideas and their order.  
- **Kinesthetic**: Physically moving the stickie notes around, followed by the gallery walk will allow movement in the classroom.  
- **Musical**: A classical song will be played during the gallery walk, as though they are in a fancy art gallery, and when the song is over they will carefully walk back to their desks.  
- Interpersonal: If a student is having a difficult time setting up their tiki-toki timeline it will suggested that they ask the person sitting next to them for some help. Interpersonal people tend to be more open to asking for help, as well as to give it.  
- **Intrapersonal**: A student will be comparing their ideas to others while they go around the classroom during the gallery walk. They may see someone has chosen a very far-fetched concept for an event, and the interpersonal student will have the chance to evaluate their timeline in comparison and decide if they would like to change it to mirror an idea they saw in another classmate's work.

**Type II Technology: iMovie video-making program.**  
  
**Rationale:** Students will be able to use the video-making program iMovie to convey their messages, and ideas through a visual medium that also incorporates aural elements. This kind of presentation has the ability to reach more people than a presentation that is strictly visual or aural, or does not feature moving images.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** b.) One of the problems we as a society must overcome is misunderstanding and ignorance, and the best way to combat this, is first, by understanding one another. By having students form a history / back-story for their main character and use it to explain their personality and actions, they will see that things that have happened, or things that we have been through, effect how we are later in life.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** a.) I could teach empathy through understanding people's pasts, easily with pen and paper instead of using a website. But what's great about ticki-toki is that it's easy to use, makes constructing a timeline faster, and is also more visually appealing that most hand-made timelines. You can include pictures in the timeline, and you don't have to worry that the spacing between events is incorrect, as it automatically fixes it for you.